

Reading Toolkit: Grade 5 Objective 2.A.4.g

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 4. Determine and analyze important ideas and messages in informational texts

Objective g. Draw conclusions and inferences and make generalizations and predictions from text

Assessment Limits:

From one text or across multiple texts

Connections between and among ideas that lead a new understanding

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- Fly High, Bessie Coleman

Lesson Seeds

Reading Grade 5 Objective 2.A.4.g

Activities

- Provide students with an uncaptioned picture/illustration from an informational passage. Have students make predictions about what is happening in the picture/illustration. Have students read the accompanying passage and then judge how accurate were their predictions. A similar procedure with a twist is to divide students into groups and give them all the same picture but tell them that each group has a different picture. Have them share group interpretations with the class without revealing the picture until the conclusion.
- Provide students with an informational passage to read. After students have read give students a conclusion using information from the article. Have students return to the text and highlight or record the information that would lead to this conclusion. The reverse can be done. Give students the supporting information and have them draw the conclusion.
- Place students in 7 small groups. Provide each group with an informational passage and a chart where the following elements are recorded: Text Purpose, Intended Audience, Author's Argument, Viewpoint, or Perspective, Main Idea/s, Message/s, Information Unrelated to Main Idea, and Relationship between Ideas. Assign each group a specialty that aligns with an element on the chart. Rotate among the groups 7 different informational passages. Each group will read the passage and record a response for their assigned specialty. Once the full rotation is complete and charts are complete for each passage, the groups reorganize with an "expert" from each of the 7 elements in each group. Since each element has now been analyzed, students will conduct a review of the entire passage. Each group will report to the entire class how each element of the passage contributed to understanding the entire text.
- First model this activity for students. Present students with an informational passage for which text purpose, intended audience, author's argument, viewpoint, or perspective, main idea/s, message/s, information unrelated to main idea, and relationship between ideas has been identified. Teacher and students will discuss how each element contributes to understanding the entire text. The teacher will change one element, present it to the students and discuss how that change may alter the understanding of individual elements or the entire text. Students practice the same process either individually, with a partner, or in small groups. Once completed, students will share results with another student, pair of students, or small group.

Clarification

Reading Grade 5 Indicator 2.A.4

To show proficiency of the skills stated in this indicator, a reader will express an understanding of the key points or thoughts in the text, which are **the important ideas and messages**. These are sometimes directly stated in the text, but for more complex texts, a reader will determine the implied, important ideas and messages by synthesizing ideas across the text(s).

In order to understand important ideas or messages in a text, a reader should **determine the author's apparent purpose for writing**. The author's purpose, either implied or directly stated, is the main reason for the text. Most authors write to inform, persuade, or to express personal ideas relative to his or her selected topic. Authors write for different audiences; an author's intended audience should be apparent through the author's choice of topic, diction, organization, and graphic aids. Knowing these features and the intended audience for a text helps a reader determine a purpose for reading, which will enhance a reader's understanding of the text as a whole.

Once a reader understands an author's or text's purpose, he or she can speculate as to **how someone might use the text**. To do so, a reader explores the application of the text to personal or content-specific use. A critical reader applies the text for personal or content specific use and to determine issues and ideas within a text or across texts and their personal and societal implications.

The ability to **distinguish between facts and opinions** is a prerequisite reading skill for **identifying and explaining an author's argument, viewpoint, or perspective**. A fact can be defined as something that can be proven true while an opinion is a belief or feeling about a subject. Authors use a combination of facts and opinions in their writing, most often using facts to support their opinions. Once a reader can identify an author's opinion on a topic, the main idea or message can be more clearly understood. An author's opinion with the evidence, details, and examples used to support the opinion become the **author's argument, viewpoint, or perspective**.

When **stating and supporting main ideas and messages**, a reader must first identify the main idea of the text. To do so, a reader must identify the topic or subject of the text, which is often evident in the title or first paragraph(s) of an informational text. Then, after reading an entire text, a reader must identify the main point that the author/text makes about the topic or subject. The author's message is the same thing as the main idea; however, a message is usually present in more complex, subjective text. A message is often more author-centered, whereas a main idea is more text-centered. If the main idea or message is not directly stated in the text, a reader must use the details and information in the text to infer the main idea or message. A reader supports the main idea or message by using details from the text that relate to it and that help him/her understand the main idea. This process can be done for the entire text or for a small portion of text.

Summarizing or paraphrasing a text or a portion of a text is an essential skill for a reader when comprehending informational text. A reader is better able to determine the important ideas and messages in text if he/she is able to summarize it. To do so, a reader must state the main idea in his/her own words and then select only details from the text that contribute to the identified main idea. Paraphrasing, when a reader restates an idea in his or her own words, is a key step to summarizing a text. This can be done for a small portion of text, such as a paragraph, as well as for a chapter or the entire text.

Authors use details and examples in their writing to clarify, highlight, or enhance their ideas. A critical reader will be able to identify **information not related, or peripheral, to the main idea of a text**. Doing so will help a reader disregard redundant as well as extraneous information when summarizing the text or identifying the main idea or message. Especially for complex text, a reader may analyze the effect this extraneous information has on the main idea or message and make decisions or draw conclusions about why an author used that information. This skill is useful as readers develop their own opinions and ideas relative to a text.

When a reader compares and contrasts textual ideas, elements, and features within and across texts, he/she is **identifying relationships between and among ideas**. Authors also organize their ideas to show a sequence of ideas or to show cause and effect. Once a reader identifies a relationship that exists among ideas in a text, he/she can think more analytically about that relationship. A critical reader will also make **connections to prior knowledge**, which are the beliefs or background a reader brings to a text.

In order to **draw conclusions about and make generalizations from informational text**, a reader should first be able to state the main idea as well as to summarize a text. When a reader draws conclusions, he/she uses information from the text—such as the text patterns or text features—that can be either stated or implied. A reader makes a judgment or a decision that is new to him or her since it is not directly stated in the text. A conclusion or generalization is dependent on the information in a text but is external to it.

An ability **to connect text to prior knowledge or experience** helps a reader identify personally with a text. A reader identifies similarities between what is being described, explained, or narrated and what he or she has experienced, heard or read about. A critical reader forms opinions about the content within a text during and after reading and is then able to develop his or her own ideas about information from a text.

As readers have more experiences with these skills and with increasingly complex texts, their cognitive abilities will increase as well. Experienced readers will be able not only to determine a main idea or message, but also to develop skills at **analyzing, interpreting, and evaluating a main idea or message** by making connections to ideas and messages expressed in other texts or to their personal experiences.

Sample Item #1 Brief Constructed Response (BCR) Item with Annotated Student Responses

Question

Read the article 'Fly High, Bessie Coleman' and answer the following question.

Explain what the information in the article shows about the job of performing in air shows. In your response, use information from the article to support your explanation.

Annotated Student Responses

Performing in air shows
can be very dangerous. When
Bessie began performing she
broke several bones after
crashing. She died from
performing at age 34. Also
people don't just die
at age 34.

Annotation: The student has synthesized information from the article to conclude that performing in air shows can be dangerous. This statement is supported with evidence from the text, "she broke several bones after crashing." The student relates the idea of danger by stating that "she died from performing at age 34" and extends the explanation beyond the article by stating "people don't just die at age 34."

Performing in air shows can
 be exiting but also very
 dangerous. There is the
 same chance of crashing as
 any other but there are
 many people under you.
 Like when there was a loose
 wrench and Bessie didn't strap
 herself in she fell and the
 plane crashed. So that would
 be very bad if people were under
 them.

Annotation: The student determines that "performing in air shows can be exiting but also very dangerous." The student attempts to support this idea by stating, "There is the same chance of crashing as any other but there are many people under you." The student then unnecessarily restates this same idea at the end of the response. The student could have added an explanation of the excitement of air shows. The article includes information about the rolls, spins, and loops that are performed which could have been used as support for both ideas, dangerous and exciting.

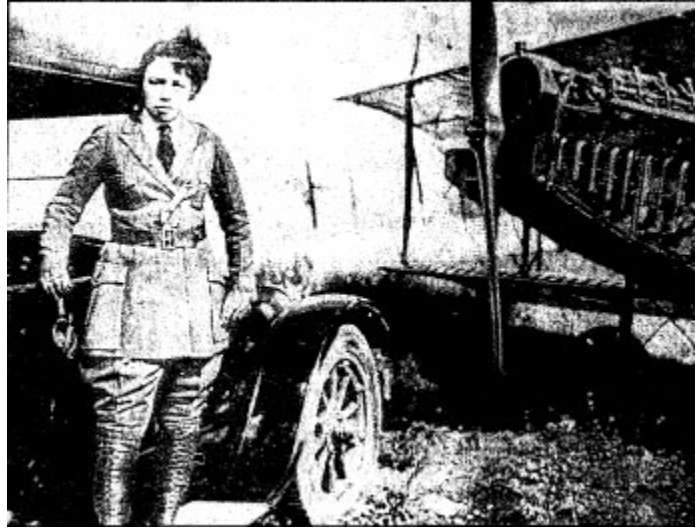
Handouts

Fly High, Bessie Coleman

By Jane Sutcliffe

Two thousand people sat with their faces turned to the sky. High above the airfield, a pilot had just finished carving a crisp figure eight in the air. Suddenly, the plane seemed to stumble. Twisting and turning, it began to fall from the sky. The crowd watched in horror. Had something happened to the pilot?

But the woman in the cockpit of the plane on October 15, 1922, was in perfect control. Only two hundred feet above the ground she straightened out the tumbling aircraft and soared back into the sky. By the time she landed her plane, the crowd was on its feet, roaring with delight. Everyone cheered for Bessie Coleman, the first licensed black pilot in the world.



Growing Up

Bessie Coleman was born on January 26, 1892. She was a bright girl and a star pupil in school. In Waxahachie, Texas, where Bessie grew up, black children and white children 13 attended different schools. Each year Bessie's school closed for months at a time. Instead of studying, the children joined their parents picking cotton on big plantations. Bessie's mother was proud of her daughter's sharp mind. She didn't want Bessie to spend her life picking cotton, and urged her to do something special with her life.

Learning to Fly

In 1915, when she was 23, Bessie Coleman moved to Chicago. She found a job as a manicurist in a men's barbershop. Coleman loved her job and the interesting people she met there. After the United States entered World War I in 1917, soldiers returning from the war often came to the shop. Coleman was fascinated by their stories of daredevil pilots. She read everything she could about airplanes and flying. She later recalled, "All the articles I read I finally convinced me I should be up there flying and not just reading about it."

Bessie Coleman asked some of Chicago's pilots for lessons. They refused. No one thought that an African American woman could learn to fly.

In desperation, Coleman asked Robert Abbott for help. Abbott owned Chicago's African American newspaper, The Chicago Defender. He had often promised to help members of the black community with their problems. Abbott told Coleman to forget about learning to fly in the United States. Go to France, he said to her, where no one would care if her skin was black or white.

So she did. First Coleman learned to speak French. Then she applied to a French flying school and was accepted. On November 20, 1920, Coleman sailed for France, where she spent the next seven months taking flying lessons. She learned to fly straight and level, and to turn and bank the plane. She practiced making perfect landings. On a second trip to Europe, she spent months mastering rolls, loops, and spins. These were the tricks she would need if she planned to make her living as a performing pilot.

Performing in Airshows

Coleman returned to the United States in the summer of 1922. Wherever she performed, other African- Americans wanted to know where they, too, could learn to fly. It was a question that made Coleman sad. She hoped that she could make enough money from her airshows to buy her own plane. Then she could open a school so everyone would have a chance to feel the freedom she felt in the sky.

By early 1923, Coleman was close to her goal. She had saved her money and bought a plane. Then, as she was flying to an airshow in California, her engine stalled. The brand-new plane crashed to the ground. Coleman suffered a broken leg and three broken ribs. Still, she refused to quit. "Tell them all that as soon as I can walk I'm going to fly!" she wrote to friends and fans.

Many people, both black and white, were very impressed by Coleman's determination. A white businessman helped her buy another plane. By 1926, Coleman was back where she had been before the crash. She wrote to her sister, "I am right on the threshold of opening a school."

That spring, Bessie Coleman was invited to perform in Jacksonville, Florida. Early on the morning of April 30, 1926, Coleman and another pilot took off for a short flight around the airshow field. At first everything went smoothly. Then a wrench that had been lying loose in the plane slid into the control gears, jamming them. Suddenly, the plane flipped upside down. Coleman had not strapped herself in, and she fell to the ground. Moments later, the plane crashed, killing the other pilot.

At 34, Bessie Coleman was dead, but her dream survived. In 1929, three years after her death, the Bessie Coleman Aero Clubs were formed. The clubs encouraged and trained African- American pilots—just as Coleman had hoped to do. In 1931, the clubs sponsored the first All-African-American airshow. Bessie Coleman would have been proud.

Rubric - Brief Constructed Response (BCR)

Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant¹ information to clarify or extend understanding

Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant¹ information to show understanding

Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

Score 0

The response is completely incorrect, irrelevant to the question, or missing.²

Notes:

¹ Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

² An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

Rubric Document Date: June 2003